

Shoeburyness High School

Caulfield Road, Shoeburyness, Southend-on-Sea, SS3 9LL

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students achieve well and make good progress, regardless of their starting points or backgrounds.
- Teaching that is typically good ensures that students make good progress in lessons.
- The school caters well for disabled students and those who have special educational needs, and students known to be eligible for the pupil premium. Good support is helping them to catch up with the standards reached by other groups of students.
- Students say that they feel safe and are proud of their school. They behave well, both in and out of lessons.
- Students appreciate the way teachers show them clearly how well they are doing, and what they need to do to improve their work.
- The governors support the school well. They have the right skills to challenge leaders to make the right decisions to raise the quality of teaching and learning.
- Leaders know what the school is doing well, and their actions to improve teaching and achievement are having a good impact.
- The sixth form is good. Students achieve well thanks to consistently good teaching, and receive good guidance to help them in the future.

It is not yet an outstanding school because

- Not enough teaching is outstanding, and the judgements made by leaders and managers about teaching are sometimes too generous.
- In a small proportion of lessons, teachers do not match tasks and activities closely to students' differing ability levels.
- Progress in English lessons is not always as rapid as in mathematics, and boys do not always make as much progress as girls.

Information about this inspection

- Inspectors observed 56 lessons, six of which were seen together with senior staff. Inspectors also observed senior leaders reporting back to teachers on the quality of learning and students' achievement in lessons.
- Meetings were held with the headteacher, the Chair of the Governing Body and other governors, a representative of the local authority, senior leaders, heads of subjects, a group of less experienced teachers, and six groups of students.
- Inspectors looked at a range of evidence including: the school's improvement plan; the analysis of students' progress; records of classroom observations conducted by school leaders; students' work; and records relating to the behaviour and safety of students.
- Inspectors looked at 15 responses from parents and carers to the online questionnaire (Parent View). They also looked at the school's own record of feedback from parents.

Inspection team

Neil Stanley, Lead inspector	Additional Inspector
Hermione Horn	Additional Inspector
Alison Moore	Additional Inspector
Angela Podmore	Additional Inspector
Genevieve Usher	Additional Inspector

Full report

Information about this school

- This is a larger-than-average comprehensive school.
- The size of the school population is increasing, including in the sixth form.
- The proportion of disabled students and those who have special educational needs supported at school action is below average, but the proportion supported at school action plus or through a statement of special educational needs is above average.
- The proportion of students supported by the pupil premium is above average. This additional funding is for students who are known to be eligible for free school meals, in local authority care, or from a family with a parent in the armed forces.
- The majority of students are of White British heritage. A small proportion are from minority ethnic backgrounds.
- The school became an academy in December 2011. The predecessor school, which had the same name, was judged to be good when last inspected by Ofsted.
- The school is part of the Southend Teacher Training Consortium.
- The school makes specially resourced provision for pupils who have special educational needs. Called the Learning Resource Base, it caters flexibly for up to 20 students with a wide range of disabilities or other specific learning needs. It is managed by the school and rarely includes students from other schools.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress at the end of Year 11.
- No students are currently educated on other sites.

What does the school need to do to improve further?

- Make more teaching outstanding to accelerate students' progress, especially for boys and in English, by making sure that:
 - all teachers plan lesson activities that are challenging but achievable for students of all abilities
 - teachers use questioning and discussion effectively to encourage all groups of students, particularly boys, to develop their thinking and communication skills
 - written feedback in all subjects helps students to make rapid and sustained progress in improving their work
 - senior leaders' judgements about the quality of teaching are consistently accurate, and followed up with individual guidance to show teachers how to improve their skills.

Inspection judgements

The achievement of pupils is good

- When students join the school in Year 7, their standards are below average in English and mathematics. They go on to reach broadly average standards by Year 11, and do particularly well in mathematics.
- In Years 7 and 8, good teaching and support, including through the 'REACT' reading programme, gives students a good start and they continue to make good progress in later year groups. The proportion of students achieving five GCSE A* to C grades, including English and mathematics, is gradually rising and a high proportion gain five GCSE A* to G grades.
- The school regularly checks the progress made by disabled students and those who have special educational needs. As a result of extra help that is matched closely to their learning needs, including support in the Learning Resource Base, these students are all making good progress. The gap between their attainment and that of others in the school is rapidly closing.
- The school has recognised the need to boost achievement in literacy, and has introduced an impressive range of strategies to promote literacy and numeracy skills. For example, the 'Bon Appetit Club' teaches reading and mathematics through cookery. Students' work shows increasing use of extended writing in a range of subjects, and after-school clubs play their part.
- Students have many opportunities to read widely, particularly in morning tutor time. The school's library has successfully promoted reading. Displays on James Bond and the Second World War have encouraged boys to read. As a result, many students say they enjoy reading for pleasure.
- The school makes very good use of pupil premium funding to raise the achievement of eligible students. Although these students do not attain as highly as others in the school and on average reached a GCSE grade lower at the end of Year 11 in 2012, good progress means that the gap between their attainment and that of others closes over time, both in English and particularly in mathematics.
- The school has identified some students who may not be fully committed to education, and provides support to boost their confidence. Students say opportunities such as the male voice choir, which includes 80 Year 11 boys, and the 'leading ladies' initiative for 15 girls each year, are making them more enthusiastic about learning in lessons. While the progress made by boys is not as rapid as that of girls, the gap is slowly closing over time.
- Students in the sixth form make good progress from standards on entry to AS-level courses that are below those typically found nationally, and their results are improving. Students say they receive very good support, guidance and information to help them make choices for the future, and increasing numbers are now going on to higher education.

The quality of teaching is good

- Teaching in most subjects, including English and mathematics, is usually good and sometimes outstanding. This is because teachers plan their lessons carefully, adapting work for individuals and encouraging students to work in pairs and in small groups so they learn from each other and share ideas, particularly in mathematics.
- Teachers regularly check students' progress. They identify any students who are at risk of falling

behind in their work, and give them extra support to catch up quickly.

- Teachers make good use of information about disabled students and those who have special educational needs. A team of consistently strong teaching assistants provides exceptional support for learning in class and in small group work, particularly in the well-led Learning Resource Base. This helps students to concentrate and gives them the confidence to ask questions. As a result, they are all helped to make good progress.
- Teachers work together very well to plan activities that stimulate students. Many lessons are taught by teachers working in pairs. Their combined strengths and experience encourage good ideas to be shared in a supportive way.
- Sixth-form lessons are typically well planned to meet students' different learning needs. In the best examples, students are given regular opportunities to develop their understanding through discussion and work in small groups. This is helping them to be increasingly independent.
- Students' work is usually marked regularly and thoroughly. As a result, students know what they need to do to improve it. In some subjects, such as religious education, students are given regular opportunities to respond to the marking and this encourages rapid progress. The majority of students are able to say how they intend to improve their work. However, such detailed feedback is not given consistently in all subjects.
- Teachers give students good opportunities to consolidate and sharpen their literacy and numeracy across a range of subjects. For example, a religious education lesson included mathematical questions to challenge students' thinking, and a science lesson encouraged students to improve their vocabulary.
- Teachers promote students' social, moral, cultural and spiritual development well. This was particularly effective in a music lesson on the blues, where students were able to reflect on the lives of Black people in post-slavery America.
- In the best lessons, students learn from each other in a supportive atmosphere. For example, in a Year 10 performing arts lesson, students worked in pairs to give each other detailed feedback on their performances. This helped them make very quick improvements.
- Lesson activities are usually planned carefully to match students' learning needs. However, in a minority of the lessons observed, the activities were not as effective in supporting less confident students or demanding more work from the most able.

The behaviour and safety of pupils are good

- Behaviour in lessons is consistently good. The school has a clear approach to managing behaviour and students say they understand its expectations of them.
 - Relationships throughout the school are good. Students treat each other well. They work sensibly in small groups and help each other to do better. This was evident in a Year 11 English lesson, where students felt confident about answering challenging questions and were supported to learn from their mistakes.
 - Students say they are happy and feel valued as individuals, despite the large size of the school.
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They say they are very proud to be members of the school. One said, 'There is just so much to do here.'

- Students participate readily in the very wide range of sports, social, art, music and drama activities that the school provides. They value the opportunities they are given, particularly through sporting links with Tottenham Hotspur Football Club and the Southend Scorpions Basketball Academy.
- Students have a good understanding of the different types of bullying, including racism, homophobic bullying and cyber bullying. They say that bullying happens rarely, but when it does the school deals with it efficiently and sensitively. They say they would have no hesitation in talking to a member of staff if they are worried about something.
- Students know how to keep themselves safe, and say the school is a safe place. Around the school site, including at break-time, they behave safely and with consideration for the safety of others. In physical education, they follow consistently safe practices.
- Attendance is good, and it is now above average. The school takes effective measures to support its work in promoting good attendance and reducing absence.

The leadership and management are good

- The headteacher, governors and senior leaders all share a passion to improve students' achievement. They take effective action to raise standards, including English and mathematics, based on an accurate understanding of the school's strengths and what it needs to do to improve.
- The performance of staff is well managed. The school has a fair approach to awarding pay rises and promotion for staff that is linked appropriately to pupils' achievement, and provides good support and training to help staff develop their skills in teaching and leadership. As a result, the quality of teaching and achievement of students are improving.
- Regular training sessions have been successful in developing and sharing approaches to teaching and learning, and have led to improvements in the quality of teaching. New policies to improve literacy and numeracy have made a difference in encouraging extended writing in a range of subjects, and as a result students' progress in English has improved.
- The school's leaders are aware of its place within the local community. Links with local sports and arts groups, the involvement of local residents in reading support, the 'leading ladies' programme and students' work as community ambassadors all help to place the school at the heart of the local neighbourhood.
- The range of taught subjects is organised well to take account of students' different learning needs and interests, and leaders keep it under constant review. For example, they have created flexible 'pathways' that enable all to make good progress. They are particularly keen to ensure that more students gain the higher grades at GCSE, and that boys' progress improves to become as good as that of girls. Helpful guidance gives sixth-form students valuable preparation for the future and the world of work.
- The school works hard to build trust with parents, especially those who find it difficult to work with schools. They invite parents into school to celebrate achievement, for example through the

Graduate ceremony. This has led to a significant increase in attendance at more formal parents' evenings. One parent said that the school 'supports children with learning, is always welcoming and buzzing with life'.

- Since converting to academy status, the school has maintained a positive relationship with its local authority, which values the school's place as a comprehensive school in an area that includes selective schools.
- Newly qualified and less experienced teachers say this is a good school in which to start their careers. They feel supported by school leaders and by each other. However, while leaders' judgements about the quality of teaching are generally accurate, they are occasionally generous and focus too much on encouragement rather than informing teachers about how they could improve their practice.

■ **The governance of the school:**

- The school benefits strongly from a governing body that is well trained and experienced. Governors come from a wide range of backgrounds. They are very proud of the school's development and share a vision to make it even better. They challenge the school's leaders through close checks on progress, attendance data, behaviour reviews and regular visits. As a result, they have an accurate knowledge of standards and the quality of teaching throughout the school. Their financial planning is meticulous. Governors challenge spending to make sure the school gains value for money. For example, they have a good understanding of how effectively pupil premium money is being spent on improving achievement for eligible pupils. Governors check decisions on pay awards for teachers. They demand that students' progress justifies better pay and promotion, and endorse leaders' actions to tackle underperformance. Governors ensure that the procedures for safeguarding, including procedures for the appointment of staff and ensuring the safety of students, meet national requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137733
Local authority	N/A
Inspection number	412861

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1650
Of which, number on roll in sixth form	260
Appropriate authority	The governing body
Chair	Robin Knight
Headteacher	Mark Schofield
Date of previous school inspection	Not previously inspected
Telephone number	01702 292286
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